

Lainesmead Primary School and Nursery



Policy on Early Years Foundation Stage

Approved by Governors

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Feb 2026

Signatures

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**Lainesmead Primary School and Nursery
Policy on Early Years Foundation Stage**

**Strive, achieve, excel
Believe in a limitless future**

Resilience	Cooperation	Compassion	Responsibility	Respect	Curiosity
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Philosophy

At Lainesmead Primary School and Nursery, we believe it is important to provide an Early Years education that aims to meet the individual needs of every child in our care. Children are made to feel safe and secure and are valued as individuals. Independence is fostered, as are positive attitudes to learning and each child is encouraged to reach their full potential.

Aims and Objectives

- To provide a safe, caring, exciting and enjoyable environment for each child to develop as an independent learner.
- To fulfil requirements of the Early Years Profile preparing the way for the National Curriculum.
- To ensure that pupils are effectively supported to make at least expected levels of progress and achieve age related standards.
- To make entry into school a very happy experience for all children.
- To provide firm foundations for home/school partnerships.
- To establish a holistic picture of the child by forming effective liaisons with feeder preschools, child care, nurseries, parents and other outside agencies – from before the child starts school and to continue throughout their school life.
- To ensure that every child is included and supported through equality of opportunity and anti- discriminatory practice.

Legislation

This Policy is based on the requirements set out in the statutory framework for the early years foundation stage.

Structure of the EYFS at Lainesmead

EYFS 1 (Nursery)

- Children can attend from the term after their 3rd birthday until the September after they turn 4.
- There is one classroom led by a qualified teacher.
- The children have free flow access to the outside classroom.
- There are three intakes throughout the year: September, January and April.

Please see the Nursery Policy for further details.

EYFS 2 (Reception)

- Children attend from the September after their 4th birthday until the end of the school year.
- Currently there is one class led by a class teacher with the support of three Teaching Assistants.
- The children have access to an outside classroom.

Principles

The EYFS is based upon four principles

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.

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- **Enabling environments** – where opportunities and experiences respond to the individual needs and interests of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary.

Positive Relationships

At Lainesmead, we recognise the crucial role parents play in the education of their child and we therefore strive to develop an effective partnership with parents and make them feel welcome and valued.

Parents as Partners

We ensure that all parents and children have access to the following from EYFS2:

- In the summer before they start, a home-visit for all new children to Lainesmead is organised for parents to meet the child's new teacher and discuss routines.
- A visit to your child's pre-school setting if not from Lainesmead to liaise with their keyworkers prior to starting.
- Transition visits over the final week in the summer term.
- A series of stay and play sessions throughout the year to inform parents of how they can support their child with their learning.
- Reading logs are also used as a form of communication about a child's progress in reading.

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- Other opportunities for home school liaison are through parental access to their child's observations through the ILD.
- A report is sent home to parents, which includes information of their child's progress and their next steps.
- Parent discussions are held at the following times of year:

Autumn term: to discuss how their child is and what their next steps are.

Spring term: to discuss with parents their child's progress and their next steps.

Parents and carers are kept informed through regular school newsletters, an overview of the EYFS curriculum coverage for each topic and through the website.

Assessment & Recording

Assessment is used to inform planning and to evaluate teaching strategies as well as to provide information about children's progress and needs.

We carry out the following assessment:

- Ongoing assessment is based on observation, discussion and evaluation of activities, skills and knowledge acquired.
- A statutory baseline (Reception Baseline Assessment) is taken in the first six weeks of Reception. A further baseline assessment is carried out at the beginning of the autumn term through play-based activities, home visits, visits to pre-schools and information from pre-school.
- Assessments are completed throughout the year to inform next step planning.
- At the end of the year, each child's level of development is assessed against the Early Learning Goals, indicating if they have met expectations or are not yet reaching the expected levels (emerging) and their readiness for year 1. This information is shared with parents, the Year 1 teacher and with the LA in the summer term.
- Reading records are kept throughout the year.
- Phonic assessments.
- Record of achievement and evidence is collected in guided writing books and on the ILD (Interactive Learning Diary) to show their progress throughout the year.
- All parents are given the opportunity to contribute to comments and observations to the ILD.
- Children have their own 'Proud Wall' space on the boards to display their learning.
- Examples of independent writing are displayed on the child's 'Proud Wall' board and a photograph is taken to put onto the ILD.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is zoned in discrete areas of learning. Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on the ILD. Planning in the moment is used to enable children to direct and plan their own learning to increase

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autonomy and engagement. Adults support children's play through interactions and challenge children's ideas to move play onwards.

Learning and Development

The Teacher and teaching assistants provide the curriculum in the Reception class.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the school's SENCo in order to access Special Educational Needs support.

At Lainesmead Primary School and Nursery, each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Welly walks around the local environment build on children's own experiences and provide lots of new opportunities for learning. This enables us to have links with the local community for example: visits to the local church and parks and have special visitors such as the police.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Lainesmead Primary School and Nursery we support children in using the three characteristics of effective teaching and learning.

These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

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- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Safeguarding

Our safeguarding procedures are outlined in our school safeguarding policy.

Our Early Years classes are supervised by the required ratio of adults to children at all times.

All involved adults are made aware of the necessity to follow the hygiene and safety routines outlined below.

Health and Safety

- All areas of the school in which the early years children work, play and move around, comply with health and safety regulations. (see health and safety policy)
- All children are encouraged to handle tools, instruments and artifacts in a safe manner.
- All children will be taught the importance of hygiene and encouraged to maintain a high standard of cleanliness.
- As part of the school's health programme, all children will have the opportunity to find out about:
 - Oral health
 - Healthy eating
 - Exercise
 - Hygiene
 - Medicines
- We are a part of 'The Big Brush Club' and undertake supervised tooth brushing after lunch each day.
- All visits and outings will be agreed by the Head Teacher, a risk assessment will be completed and the correct ratio of adults to children will be organised by including a first aider.
(See Health and Safety Policy)

Responsibilities

The EYFS leader's responsibilities are:

- To ensure that the early years setting achieves the agenda of the school development plan.
- To ensure that children make good progress and that children achieve age related standards.
- To review and identify priorities for the Action Plan for the EYFS.
- To support the EY staff.
- To monitor and review teaching and learning throughout the EYFS.
- To monitor and review standards and progress throughout EYFS.
- Monitor implementation of action plans.
- To keep up to date with current developments by attending courses, training, reading and research.
- To support, encourage and help other staff in EY with planning, teaching and resources.
- To implement the actions on the school development plan for the EYFS
- To model best practise.

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- To be responsible for ordering and maintaining resources.
- To ensure that children have a smooth transition between EYFS1 – 2 and EYFS2 – Year 1
- To liaise with feeder pre-schools.

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